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ABSTRACT

This bulletin on the teaching of foreign languages in the elementary school (FLES) is a comprehensive guide to curriculum planning. Major chapters include a discussion of FLES program initiation, teaching techniques and related materials, reading in FLES, correlation of FLES with other areas of the elementary curriculum, teacher preparation, teacher recruitment, and basic instructional programs. Other topics are: (1) FLES objectives, (2) use of English, (3) games, (4) songs, (5) hints to teachers, (6) teacher certification, and (7) public relations. An annotated bibliography is provided. (RL)

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MODERN FOREIGN LANGUAGE IN OHIO ELEMENTARY SCHOOLS

(Revised Edition)

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with the cooperation of

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FOREWORD

The advent of Telstar, the increase in inter-continental travel and America's expanding commitment of leadership and responsibility in the world community have increasingly involved Americans in the political, economic and social life of our global neighbors.

Commitments of this nature are enhanced by the ability to communicate with, and understand the customs of, other people. The deeper understanding which may result from a knowledge of other mores and aspirations may hopefully provide a basis for harmonious cooperation between nations.

The supply of Americans skilled in the use of other languages has been steadily increasing. Beginning in 1958, the Federal government initiated several programs for training and retraining of foreign language teachers, preparation of instructional materials, and for assistance in the acquisition of instructional aids.

Continued and expanded involvement of elementary students in the foreign language curriculum can be extremely rewarding. Satisfactory experiences at an early age can assist in providing the facility which is helpful to success at the secondary level.

It is hoped that this publication, which is a revision of the 1962 edition, will constructively assist teachers and administrators interested in planning and implementing foreign language programs in the elementary schools.

M. W. Essex

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of Public Instruction

INTRODUCTION AND PURPOSE

This bulletin was prepared for the elementary schools of Ohio, not as a curriculum guide, but rather as a guide for a curriculum. Its purpose is to show the "WHO?", "WHY?", "WHAT?", "HOW?", and "WHEN?", of a good FLES (Foreign Language in Elementary School) program.

FLES (Foreign Language in Elementary School) in the present publication refers to programs offered in Grades 1 - 6. The middle school and junior high school areas present somewhat different problems. The FLES program, however, must be considered an entity in itself but must be related to the continuing programs.

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The committee wishes to express appreciation to Miss Virginia Lloyd, Chief of the Elementary Section of the Division of Elementary and Secondary Education, State Department of Education, for her counsel and cooperation in the preparation of the present publication.

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TABLE OF CONTENTS

FOREWORD iii

INTRODUCTION AND PURPOSE v

ACKNOWLEDGEMENTS vii

Value of Learning a Second Language in the Elementary School . . . 1

Objectives of FLES 3

Initiating Foreign Language Programs in the Elementary Schools . . 7

Techniques 13

Use of English 18

Games in the FLES Class 19

Songs 19

Hints to Teachers 20

Reading in FLES 23

Correlation of Foreign Languages with Other Areas of Elementary Curriculum 27

Public Relations and the FLES Program 33

Preparation of the FLES Teacher 35

Certification 39

Staffing the Elementary Foreign Language Program 41

Basic Instructional Programs for the Elementary Grades 49

FLES: A Selected Bibliography 57

APPENDIX I 58

Value of Learning a Second Language in the Elementary School

The present trend to improve and extend the teaching of foreign languages has led to the inclusion of foreign languages as an area of learning in many elementary school programs. This trend has been motivated by the changing pattern of our national life. With the advent of rapid transportation to all countries in the world, and the promise of global television within the next few years, opportunities to hear as well as use a foreign language are increasing. The study of a foreign language by elementary school children helps prepare them to participate in this new life not only at some distant date, but now.

Although the study of a foreign language may be advocated for its usefulness, many educators feel that its greatest importance lies in its broad educational value. The schools attempt to provide elementary school children with all types of learning experiences; hence the acquisition of the skills of speaking a foreign language cannot be described or talked about, but must be experienced by pupils if they are to have a broad education.

The study of a foreign language is suited to both the interests and abilities of the elementary school child. He is interested in trying out new sounds, and until he reaches adolescence, seemingly acquires a new language with ease. When schools do not take advantage of the optimum age for

language learning, an educational opportunity is lost.

When elementary school pupils begin a foreign language in the grades, they have the opportunity to continue its study for a longer period of time. The high school students who are graduates of such strong sequential programs generally show a considerable mastery over the foreign language both in accuracy of pronunciation and in fluency.

The study of a foreign language can be of great value in helping young pupils become aware of other cultures. A good program should lead to empathy with people who speak another language.

Objectives of FLES

The view that FLES is not worthwhile unless it is the first step of a continous language learning experience has been widely held. Nelson Brooks is one expert who agrees with this opinion. He has said of FLES.

> Language achievement at this level is necessarily limited in extent but of a special quality not attainable later, and will be enhanced or negated according to the learnings that follow in subsequent years.

The objectives outlined by the Modern Language Association are valid ones and should be upheld. However, FLES can and should be more than a skills program. The American population is a mobile one. There is no guarantee that a child who starts foreign language study in grade three will remain in the school system so that he can complete the sequence in grade twelve. However, if we broaden the objectives of FLES so that it becomes more than a skills program, there are important values which can be gained through foreign language study, even if this study has to be discontinued before completion of the whole sequence.

The addition of two specific objectives is suggested. The first objective is to help the child to discover some cultural understandings about the country whose language he is learning. This goal of deeper understandings of other cultures is shared by the social studies teacher.

Foreign language study can allow for a continuous com-

parison of cultures. Materials used should reflect this concern by being culturally sound. Pictures used to develop vocabulary should be chosen to represent the foreign object rather than its American counterpart. Songs used should be authentic ones of the country and not translations of American songs. Films and slides which show boys and girls going about their daily activities should be widely used. The quaint and stereotyped view of the foreign culture should be avoided.

A second additional objective is that of developing linguistic concepts -- that is, a deeper understanding of what language is and how it works. Much is now being done by people in the field of language arts to develop materials which will help children to discover such conceptual understandings. Among the ideas to be presented are ones such as the following:

All languages are adequate.

Language is a system of sounds put together in patterns.

These patterns are predictable.

These patterns convey meaning to all members of the language group.

Languages are not static. They change and grow.

Foreign language study can be a tool in the development of such concepts. Learning a foreign language enables the child to step out of the boundaries of his own language and by so doing allows him to gain a new perspective on that language. If the foreign language is so taught that children

are able to discover the way in which the new language operates and if a discriminating and careful use of contrast is made, this second objective could be reached.

In summary then, the objectives of a well-balanced and well-planned FLES Program should be:

1. TO DEVELOP THE ABILITY OF THE CHILD TO DISCRIMINATE THE SOUNDS OF THE FOREIGN LANGUAGE.
2. TO DEVELOP THE ABILITY OF THE CHILD TO LISTEN WITH COMPREHENSION TO A NATIVE SPEAKING AT NORMAL SPEED ON A SUBJECT WHICH IS WITHIN THE CHILD'S EXPERIENCE.
3. TO TRAIN THE CHILD TO BE ABLE TO SPEAK THE LANGUAGE MAKING ALL THE PHONEMIC DISTINCTIONS AND THUS EXHIBITING A CONTROL OF THE SOUND SYSTEM OF THAT LANGUAGE.
4. TO PROVIDE THE TYPE OF PRACTICE THAT WILL DEVELOP THE CHILD'S ABILITY TO HANDLE A NUMBER OF THE BASIC STRUCTURES OF THE LANGUAGE WITH EASE AND WITH UNDERSTANDING.
5. TO HELP THE CHILD DEVELOP SOME DEEP UNDERSTANDINGS OF THE CULTURE OF THE FOREIGN COUNTRY--ITS DIFFERENCES AND SIMILARITIES.
6. TO HELP THE CHILD GROW IN HIS UNDERSTANDING OF WHAT LANGUAGE IS AND HOW IT WORKS.

If such goals are to be fully achieved the FLES Program must be made an integral part of the curriculum. There

should be articulation--not only vertically, but horizontally. FLES should be related to the social studies and to the language arts programs in the elementary schools. This will require a team effort. The FLES specialist, the classroom teacher and the administrator will have to work together.

Initiating Foreign Language Programs in the Elementary School

The purpose of education in a democratic society is to develop the talents and potentialities of every individual to the fullest extent possible so that he may participate effectively in the cultural, political, social and economic life of the local, national, and world community in which he will work and live. In order to establish lines of communication with peoples outside our national boundaries, as well as with some minority groups within our own country, our schools should provide training at an early age in the use of foreign languages.

Most authorities agree that to be successful, the elementary foreign language program must be considered an integral part of the school curriculum and regularly scheduled into the school day. It should be as much a part of the child's educational experience as any other area in the curriculum.

When the school system has agreed to implement developing a foreign-language program in the elementary schools, there are several questions to be considered: (1) What language or languages will be taught? (2) At what level is it feasible to start the program? (3) What kind of program can be initiated? (4) How much time should be alloted for language instruction? (5) Which children should be taught a second language?

1. WHAT LANGUAGE SHOULD BE OFFERED?

Since we have no way of knowing which language any pupil may need to know later, the modern trend is to teach one selected language from a linguistic point of view, providing a basis upon which other language study may be built. In other words, by learning one foreign language well, children can learn how to study any language or languages they may want to learn in the future.

It is recommended that study be concentrated on one language and culture, which can be continued in the secondary school, and for which it will be possible to maintain a well-trained proficient staff. A superficial sampling of several languages is not considered advisable.

The ethnic background of the community may also influence the choice of languages to be offered at the elementary level. A program built upon the interest and support of the entire community is more likely to be successful.

2. AT WHAT LEVEL SHOULD INSTRUCTION IN A SECOND LANGUAGE BEGIN?

Studies seem to show that Grade 4 is the optimum level for beginning instruction in a foreign language. However, instruction should not be initiated until a continuous sequence can be assured.

3. WHAT KIND OF FOREIGN LANGUAGE PROGRAM CAN BE OFFERED?

Before setting up a program, the school system should

consider the contribution elementary foreign language instruction can make to the entire educational program, decide what kind of foreign language training can feasibly be initiated, and define the specific objectives which can be realized by such a program.

The nature of the foreign language program will depend upon the ability of the local school system to finance such instruction. For possible plans of organization see the section on staffing, page 41.

4. HOW MUCH TIME SHOULD BE ALLOTED FOR LANGUAGE INSTRUCTION?

Language is a skill which is learned by practice. Most teachers believe that short periods of daily contact are more effective than longer periods two or three times a week. Ideally, the classroom teacher relates the foreign language to other areas, and provides contact many times during the school day. If itinerant specialists provide instruction the time schedule will be influenced by the availability of funds and teachers. If mass media are used, the class will necessarily be organized to fit the time schedule of the broadcast. Scheduling should be sufficiently flexible to meet the needs of students at various levels of instruction.

5. WHICH CHILDREN SHOULD BE GIVEN INSTRUCTION IN A SECOND LANGUAGE?

It is a generally accepted viewpoint that all children at some time during their school years should have some con-

tact with a different language and culture. For that reason, all children in the elementary grades participate in the foreign-language class.

Class size for foreign language instruction will be that of the regular elementary class. The load of the specialist teachers should be reasonable. If they are to serve more than one building, adequate time must be provided for travel. Schedules should be arranged so teachers have an opportunity to organize ideas, plans, and materials between classes, and have time for some relaxation during the day. If the pupil load is too heavy, teachers will have less time to devote to individual students.

The following factors, related to the attitudes of the administrators and classroom teachers, also influence the success of the FLES program:

1. THE SCHOOL PRINCIPAL MUST UNDERSTAND THE VALUES AND OBJECTIVES OF THE PROGRAM AND BE WILLING TO COOPERATE TO INSURE ITS SUCCESS.
2. CLASSROOM TEACHERS ARE RESPONSIBLE FOR CREATING A RECEPTIVE ATTITUDE TOWARD THE FOREIGN LANGUAGE, AND FOR RELATING IT TO OTHER AREAS.
3. BOTH TEACHERS AND ADMINISTRATORS SHOULD GIVE THE LANGUAGE CLASS THE STATUS IT DESERVES AS A REGULAR PART OF THE CURRICULUM. IT SHOULD NOT BE INTERRUPTED OR OMITTED FOR OTHER ACTIVITIES WITHOUT CAREFUL CONSIDERATION OF THE RELATIVE IMPORTANCE OF THE CON-

FLICTING AREAS OF INTEREST.

4. PROGRAMS USING RADIO, FILMS, RECORDS, OR TAPES, MUST BE SUPPLEMENTED BY LANGUAGE SPECIALISTS OR TRAINED CLASSROOM TEACHERS TO BE EFFECTIVE. WITHOUT ADEQUATE FOLLOW-UP, THE LANGUAGE LESSON PRESENTED BY MECHANICAL OR ELECTRONIC MEDIA IS OF LITTLE VALUE. THE FOLLOW-UP TO A LESSON MUST BE DONE BY PEOPLE TRAINED TO PROVIDE GOOD MODELS OF LANGUAGE STRUCTURE AND PRONUNCIATION, EITHER IN PERSON OR WITH THE AID OF RECORDED MATERIALS. IN EITHER CASE, TRAINING IN TECHNIQUES IS NECESSARY.
5. IN-SERVICE TRAINING IS NECESSARY TO MAINTAIN STRONG FOREIGN-LANGUAGE PROGRAMS OF ANY TYPE. TEACHERS MUST KEEP ABREAST OF THE NEW DEVELOPMENTS IN THE FIELD AND BE CONSTANTLY ON THE ALERT FOR NEW IDEAS AND TECHNIQUES WHICH MAY IMPROVE THEIR TEACHING. THEY MUST BE WILLING TO DEMONSTRATE AND DISCUSS TECHNIQUES AND EXCHANGE IDEAS.
6. THERE SHOULD BE FREQUENT MEETINGS OF ALL TEACHERS WHO WORK IN THE FOREIGN LANGUAGE PROGRAM TO DISCUSS PROGRESS, AND PLAN FOR IMPROVEMENT. A VISITATION PROGRAM SHOULD BE ESTABLISHED TO FAMILIARIZE ALL TEACHERS WITH THE ENTIRE PROGRAM FROM ELEMENTARY THROUGH HIGH SCHOOL. ACTUAL EXCHANGE OF TEACHING SITUATIONS, EVEN FOR A SHORT PERIOD OF TIME, DEVELOPS A BETTER UNDERSTANDING OF THE PROGRAM AT ALL

LEVELS, AND ENCOURAGES THE TEACHERS TO MAINTAIN BOTH THEIR LANGUAGE AND INSTRUCTIONAL SKILLS.

7. IN ORDER TO HAVE AN EFFECTIVE, ARTICULATED FOREIGN-LANGUAGE PROGRAM, A COORDINATOR SHOULD BE APPOINTED TO WORK WITH THE ENTIRE PROGRAM FROM THE ELEMENTARY GRADES THROUGH SENIOR HIGH SCHOOL. THE COORDINATOR WOULD HAVE THE RESPONSIBILITY OF DIRECTING CURRICULUM PLANNING, CHOOSING MATERIALS AND INSTRUCTIONAL AIDS, HIRING AND TRAINING NEW STAFF MEMBERS, AND PROVIDING IN-SERVICE TRAINING.

Techniques

A long sequence of language instruction is designed to develop proficiency in all four language skills - listening, speaking, reading, and writing. At the elementary level, however, emphasis is placed upon learning to understand and speak the language in order to take advantage of the unique ability of children to distinguish and reproduce sound patterns. Reading and writing may be taught later if the length of the sequence and the amount of class time available warrant such instruction.

The techniques used for teaching foreign languages at the elementary level may vary somewhat with the kinds of materials being used. Most of the newer programs are carefully designed and programmed. When such programs are adopted, teachers should study the manuals carefully and use the materials and instructional aids as intended.

The basic principle behind any foreign language technique is teaching the child to use the second language as normal speech. This is done through many repetitions and extensions in order that growing and thinking in the language may become automatic.

Emphasis is placed upon learning structural patterns rather than vocabulary. The language is learned in context rather than in isolated words and phrases. Useful patterns of speech, which might be used in normal conversation are

selected. These are practiced by all the pupils until they become a part of their speaking vocabulary.

New material may be presented in a variety of ways: dialogues, questions and answers, conversations, dramatizations, scenes, descriptions, and stories. The teaching techniques, however, include a series of procedures generally accepted as being effective for language learning.

The teacher provides an authentic model of the structure to be learned and at the same time establishes its meaning. The children learn to imitate the utterance accurately. Much practice is then provided so the new speech pattern becomes definitely established. The structure pattern, through a variety of drill activities, is extended to apply to other situations. Eventually the children are led to select the structures and vocabulary suitable to express their own ideas.

The specialist will, of course, be able to present the speech model to be imitated. A teacher whose proficiency is limited should make use of films, tapes, or records, so that the correct pronunciation habit is established. The less experienced teacher should stay within the limits prescribed by a specific lesson, study carefully the small amount of new material to be learned, and be able to present it accurately.

Foreign speech patterns are often learned through memorization of short dialogues. A lesson may include from one to four or five lines, depending upon the difficulty and familiarity of the material.

The teacher may establish the meaning of the lines to be learned in a variety of ways. Some commonly used techniques are:

1. Presenting the lesson through films, filmstrips, slides, overhead transparencies, or other visual aids.
2. Acting out the roles in the language, making use of action and gestures.
3. Using pictures, drawings, puppets, or realia to establish meanings.
4. Paraphrasing the dialogue briefly in English before presenting it in a foreign language.

The teacher repeats each line several times. It is then broken into smaller thought groups to be learned, using a backward build-up. Difficult sounds are practiced separately. Pupils repeat in chorus, in groups, by rows, and finally individually. Correction is immediate.

If the dialogue is to provide a springboard for further language learning it must be thoroughly mastered. This will require much drill over a period of several days. In order to maintain pupil interest, this practice must be varied and lively. A few techniques for drilling the dialogue follow:

1. Role playing may be done in a number of different ways:
    a. One-half the class takes one role; one-half takes the second role.
    b. Row/row.
    c. Teacher/class.

d. Individual pupils.

2. Cue cards may be used to call for response both in and out of sequence.
3. The teacher can choose one cue card, hide it from view and let the class try to guess which sentence the card stands for.
4. The teacher may ask, "Who says .....?" and give a phrase. The child must reply, "Mark says .. ..?" and repeat the phrase.
5. The teacher may prepare a sheet which has all the picture cues on it, each picture being numbered. Then sheets are duplicated and given to the students for practice.
6. Chain drill can be used for rapid practice.
7. Tapes or records which accompany teaching materials should be used for drill. They are especially valuable because they give the pupils a chance to hear native speakers and a variety of voices.
8. Say a line from the dialogue, changing an item, and have the pupil correct it.
9. Have the pupils use a line of the dialogue for a password as they leave the classroom.
10. Have pupils place visual cues in order, giving the line as they do so.

The memorization of a dialogue in itself provides little more than the development of skills in pronunciation and in-

tonation. In order to develop an ease in handling structures in the language the dialogue must be adapted and personalized.

One very useful technique is the directed dialogue. This is a controlled conversation between two pupils stimulated by the directions of the teacher. Using the foreign language, direct a pupil to ask a given question of another pupil, or tell him a specific fact. Then direct the second pupil to respond in a certain way. For example:

Teacher: Mary, ask John if he likes to play football.

Mary: John, do you like to play football?

Teacher: John, tell Mary that you like baseball better.

John: I like baseball better.

Before trying directed dialogues in the foreign language, the technique should be taught by doing several in English. Be sure to teach such words as "ask," and "answer," and use them frequently, so the students will understand them. The answer must be taught first. If this is not done, when the teacher says, "Mary, ask John if he likes to play football," Mary's question will be, "If he likes to play football?"

At first glance the above technique may seem meaningless, since the teacher is giving both the question and the answer. However, the indirect way of posing the question forces the student to make changes in pronoun and verb forms which will eventually lead him to a more creative use of the

language.

Other forms of dialogue adaptation are:

1. Change the dialogue situation slightly. Instead of asking for a lollipop as in the dialogue, they may ask for an apple or a banana.
2. Questions and answers. This allows the teacher to personalize the lesson and permits the student to practice asking questions as well as answering them.
3. Recombine old dialogues with new ones.
4. Allow the students to substitute their own names for the characters in the dialogue.

Use of English

Foreign language is best taught through the use of the foreign language rather than through the medium of the Eng- language. In some school systems the foreign language teachers have adopted the "no English" rule. It has been found that by teaching a limited number of classroom commands and expressions, it is possible to develop a degree of comprehension on the part of the pupils which makes it necessary to resort to little or no English.

A short explanation in English may save time in such situations as the following:

1. Introducing a new song.
2. Setting the stage for a dialogue.
3. Making a generalization about structural principles already presented and drilled.

The time available for the foreign language class is too short to permit speaking in English except on the rare occasions when it will contribute to a more efficient use of class time. It should be remembered that while on occasion the teacher may use English, the pupils should never be permitted to do so.

Games in the FLES Class

A good game introduced at the right psychological moment will implement the learning of new structural patterns by providing an opportunity for drill and review of a familiar material in a new form.

The teacher should make use of the games which are included in the instructional materials being used. The following guidelines for teaching games should be observed:

1. Games should always be an outgrowth of current class work.
2. The teacher must be sure to prepare the class carefully for a game.
3. Games must move at a lively pace to be effective.
4. All games should involve the active participation or attention of the entire group.
5. Games should usually be confined to the last few minutes of the class.

Songs

Songs should be chosen carefully to suit the abilities

and the interests of the children. Repetition songs are particularly good at the FLES level. The teacher may give a brief explanation of the song in English once then sing it through or play a recording. The song should be taught a few lines at a time using many of the same techniques one would use for teaching a dialogue. However, the teacher should model each line in the rhythm in which it is to be sung.

Hints to Teachers

1. If the child is to participate in the class the atmosphere must be relaxed and pleasant.

   Praise is offered for correct responses.

   Corrections are made with a smile.

   Children are not asked to respond individually until they are ready to do so.

2. A variety of material and activity is necessary if the class is to drill for mastery. Each twenty-minute lesson should include at least four of the following:

   Review material

   New material

   Drill

   Games, songs

   Question and answer

   Directed dialogue

3. New material should be presented in context. Long

lists of vocabulary such as the names of all the objects found in the living room or the names of vegetables are of scant use unless the child can use them within the framework of a sentence.

4. The teacher must provide for individual differences within the class. The longer the duration of the program, the greater the spread of ability will be. This may be handled in a variety of ways:

   Small group work

   Use of tape recorders to make listening centers

   Variety of activities to meet different needs

   Review classes during the day for students who have entered the program late or who need special help

   Enrichment activities for those who want work on their own

5. Pupil progress must be evaluated continually. However, pupils should be evaluated on what they have been taught - that is, listening comprehension, pronunciation, and speaking, rather than reading and writing.

Reading in FLES

At the elementary level foreign language instruction emphasizes the development of listening and speaking skills. However, some reading may be introduced if the sequence includes at least two years of instruction, and if the teacher feels that the pupils are ready to add another dimension to their language learning.

Foreign language instruction at the FLES level is designed to teach good habits of pronunciation and intonation at an age when the child is most able to acquire them. After a year or a year and a half of training to understand and speak the foreign language, reading can become a valuable tool for reinforcement and review.

Children should be taught to grasp meaning from the printed page of a foreign language without conscious reference to its meaning in English. We cannot assume that the child will be able to transfer his ability to read English to reading the foreign language.

Reading is never used to present new material. The child should be asked to read only those materials which he can handle orally, and practice in listening and speaking is still the main class activity even after reading has been introduced.

Reading materials at the elementary level should be interesting and exciting, and suitable for the age and ability

level of the pupils. The attitudes which pupils build up toward foreign-language reading at this stage are vitally important.

Reading should not serve as an excuse to use classtime for grammatical analysis or translation, nor as the basis for written assignment.

Dialogues which have been memorized may be used as the basis for introducing reading. Pictures are used to cue the recitation of lines. The printed lines are then matched with the pictures. Practice may be given in selecting the proper picture for each line and vice versa. The pictures are then eliminated and the printed word alone is used to cue the line to be repeated.

The printed dialogue may then be used in a variety of ways to familiarize the pupils with its individual elements. The following activities may be helpful:

1. Dialogue lines on cards are placed in the memorized order.
2. Lines printed on cards are divided into halves and pupils choose the parts which go together.
3. Jumbled parts of a line may be put into the proper order.
4. Words left out may be inserted in the proper place.
5. The proper printed line to answer a question is selected.
6. Individual words in the dialogue are pointed out.

7. The dialogue may be varied by replacing a word with another familiar one.
8. Lines may be shown briefly for quick recognition.
9. The printed dialogue may be presented on an overhead projector.

Pupils may be asked to recombine familiar material to form new sentences. Stories dictated by individual pupils may be shared with the others. These may be printed and read by the entire class.

Other reading activities suitable at the beginning stages are:

1. Changing dialogues into narrative form.
2. Following a written command.
3. Giving an oral answer to a written question.
4. Choosing the correct printed form for a sentence given orally.
5. Adding elements to a sentence to expand it to a longer form.

To develop sound symbol correspondence the following techniques are sometimes used:

1. Cancel silent letters.
2. Color letters or syllables which have the same sound the same color.
3. Use familiar words as clues for sounds in new words.
4. Have children supply letters which have been omitted.
5. List words having the same sound.

6. Choose the words in a list which have the same sounds or which match or rhyme with a given word.

Many of the suggested techniques can be used in the form of a game or contest to provide interest and variety.

Choral reading of a memorized dialogue, or poem may be used sparingly to develop proper phrasing and intonation. Individual reading, however, is not stressed. Oral reading is only a small part of the language class and must be purposeful.

WRITING

Reading and writing are separate skills and should be taught separately and in order. Reading is the first skill since it is a passive one requiring only recognition. Writing, however, is an active skill requiring production. The first step in learning to write involves the copying of material which the pupils can read with ease and understanding. Copying exercises should be varied and purposeful. Very few FLES programs have sufficient time to present writing. Therefore, most FLES programs should stress the skills of listening and speaking, and if time allows the presentation, reading.

Correlation of Foreign Languages with Other Areas of Elementary Curriculum

Foreign-language instruction should not be isolated in the elementary curriculum, but should be strongly correlated with other areas. The classroom teacher who also works in the ideal position for providing relationships with other fields. The specialist teacher who works in many classrooms should become familiar with the philosophy and objectives of the schools in which he teaches, and should know what learning experiences are being offered at the various grade levels. The activities of the language class should be related in every way possible to those of other curriculum areas.

When the foreign language study is an element of the total school program, topics and activities will be planned in accordance with the needs, abilities, and interests of the growing child. The child's development is of primary importance and is given precedence over subject matter. If in his eagerness to teach the language, the teacher fails to consider the child, the pupil may develop an apathetic attitude or active dislike for further language study. When properly related to the goals and activities of the elementary school, foreign language study can make a valuable contribution to the learning process, and extend the horizons of the children in many areas.

Communication is a vital skill which must be developed if people are to learn to live together in a democratic

society and in a multicultural, multilingual world. The foreign language should therefore be related in every way possible to the class activities devised by the teacher to improve the ability of the children to express their ideas in their native language, and to communicate with each other. The second language provides an additional tool for communication.

The foreign-language lessons can make a valuable contribution to the elementary language arts program in several ways. Contrast and comparison with another language may help clarify the student's understanding of his own tongue. His vocabulary can be enlarged and enriched and his ability to express his ideas made more flexible. The emphasis placed upon precise pronunciation and enunciation in a second language may help develop better speech habits in the native language. A comparative study of the treatment of similar themes in reading selections in two languages may lead to the development of better selectivity and appreciation of literary values.

For the development of desirable social behavior and human relationships, the child must relate to the home, the classroom, and the community in which he lives. The community of children in the 1970's and 2000's will extend beyond the boundaries of city, county, state, and nation. Tomorrow's children must acquire world-mindedness and international understanding at an early age. Attitudes which

lead to acceptable social behavior and desirable human relationships are developed from kindergarten throughout the educational program, and these attitudes include those toward other peoples of the world.

In learning his own cultural patterns of acceptable social behavior and attitudes, the child should become aware that these are not universal, and that they may be different from those of other lands, but not necessarily superior or inferior. These concepts are usually presented in the educational program through the curriculum area designated as social studies, but are certainly an important element in the foreign-language program.

In the lower grades, projects in both social studies and foreign language are related to the child's immediate surroundings ---------- home, school, community, and nation. As these activities are contrasted with similiar scenes and daily activities in the foreign culture, the children can be made more aware of the differences and similarities which exist among peoples of the world.

As the child progresses through the middle and upper grades, the lessons in geography, history, and government increase his range of knowledge and understanding of other areas of the world as well as of his own country. Correlation of the foreign language lessons with those of the social sciences at this level enriches both areas and may lead to better understanding of our relationships with other lands.

The content of the foreign language program strengthens many areas of the child's general knowledge. For example, as he proceeds he may learn to understand the different concepts of time and its importance in other cultures. Through the processes of buying, selling, and bargaining, which are often a part of the language activities, children become acquainted with the monetary units of another country and gain new insights into the culture patterns of that country.

The teacher in the elementary school cleverly makes use of every resource and activity available. Art, music, dramatics, dancing ---- all contribute to a varied and rich learning experience. Correlation of the foreign language lessons in these areas is a usual procedure in schools which offer language study. Children illustrate foreign themes and express their ideas through the art lessons. Music lessons include folk, popular, and classical music, as well as folk dances of the foreign country. Dialogues and play acting are accepted techniques for teaching the foreign language.

Concerted planning is needed to give direction to implementing the foreign language program into the total curriculum. If the classroom teachers are also trained to teach the foreign language, they should work together, preferably with a specialist consultant, to develop sequential course content as the children progress through the grades. If instruction is provided by a specialist, he should confer reg-

ularly with the teachers at all levels, including those of the junior and senior high school.

Continuous communication is necessary if the course is to be a functioning entity in the elementary program. Language is the one skill which distinguishes the human being from the animal world, and is the fundamental element of all the humanities. We live by and through language, and the study of it, either native or foreign, must be a living process. It should never at any level become a dull memorization of unrelated, categorized information, vocabulary lists, verb conjugations, rules of grammar, or translation exercises. It sould be designed to foster creativity, provide the thrill of discovery, and arouse the joy of learning. It should broaden the child's interest in, and understanding of the world in which he lives and will live in the future. Its possibilities are limited only by the skill and breadth of knowledge and understanding of those who are related to the program as specialists, classroom teachers, or administrators.

Public Relations and the FLES Program

Excellent public relations are essential for the success of an elementary foreign-language program. The community, as well as the entire personnel of the school system should be kept informed. Because of the mobility of modern American society, and constant changes in the teaching and administrative staffs, the dissemination of information is a continuous task for the foreign-language staff. All should be aware of the objectives of the program, its progress, and the nature of the work being done.

The following devices have been used successfully in various communities of Ohio:

1. The Open Classroom - Actual classes are presented in the window of a department store during American Education Week.
2. Newsletters to the parents, describing activities, and including photographs.
3. Visitation week for parents which may include individual conferences.
4. Programs for the Parent-Teacher Organization, showing actual classroom procedures.
5. Radio and/or television reports on foreign-language classes.
6. Foreign-language classes for parents. These may teach the same content with the same techniques

which are used to teach the children.

7. Foreign-language fiestas or fairs, demonstrating activities and exhibiting work of the students.
8. Inviting foreign visitors and returning servicemen to speak to FLES classes.
9. Publishing accounts of FLES activities in local newspapers.

Preparation of the FLES Teacher

With but rare exceptions curricula presently designed for the preparation and certification of elementary school teachers make no provision for the acquisition of foreign language skills. Therefore, the implementation of the FLES program calls for a special kind of teacher education program.

In 1964 the Modern Language Association of America issued a set of standards for teacher education programs in modern foreign languages, addressed to state departments responsible for the certification of teachers and to institutions that prepare elementary as well as secondary school teachers of modern foreign languages. The statement calls for the careful selection of students admitted to the program. They should of course have the qualities of intellect, character, and personality required to make effective teachers of any subject. In the area of foreign language skills the document insists that the training program enable the future teachers to:

a) Understand the foreign language spoken at normal tempo.

b) Speak the language intelligibly and with an adequate command of vocabulary and syntax.

c) Read the language with immediate comprehension and without translation.

d) Write the language with clarity and reasonable correctness.

e) Understand and nature of language the of language learning.

f) Understand the learner and the psychology of learning.

g) Understand the evolving objectives of education in the United States and the place of foreign language learning in this context.

For students to achieve the goals listed by the Modern Language Association, training programs should include the following: advanced language instruction in conversation, and rapid reading; applied linguistics; child and educational psychology; and courses in philosophy of education. Approvable programs should also make provision for study abroad for at least one summer. Language proficiency of teacher candidates should be evaluated through appropriate tests and appraisal of his skill by experts.

In addition to possessing the requisite knowledge and skills in the target language, the teacher must know how to develop in the students a progressive control of the four skills (listening, speaking, reading and writing), to present the language in its cultural context, and to be able to select suitable methods, materials and techniques for teaching the foreign language to young children. A rich general education background with a broad foundation in the humani-

ties is especially recommended for the FLES teacher.

Prospective teachers of foreign language at the elementary level should have an opportunity, if at all possible, to observe classes and to practice teaching in a normal classroom situation where foreign language instruction is an integral part of the regular school program. Practical field experience should preferably be under the guidance and supervision of a person qualified to evaluate language proficiency as well as teaching ability.

To summarize: the program that respects the future teacher as a person and provides for the acquisition of competences he must bring to the teaching of a foreign language in the elementary grades should be a program designed for excellence in three fields: general education, foreign language and culture, and FLES pedagogy.

Certification

The following standards for certification of teachers of foreign languages in the elementary grades were established by the Department of Education in 1959:

1. The holder of a provisional, professional, permanent, or life high school certificate valid for the teaching of a modern foreign language will be granted a temporary certificate to teach the modern foreign language in an elementary school upon the request of the city, county, or exempted village superintendent of schools, or administrative head of non-tax supported schools.
2. The holder of a provisional, professional, permanent, or life high school certificate valid for the teaching of a modern foreign language may be issued a provisional special certificate (valid in grades 1-12) to teach a modern foreign language upon evidence of completion of courses in:
   A. Child Psychology or Human Growth and Development.
   B. Purposes and Practices of Elementary Education, or equivalent.
   C. Methods of Teaching the Modern Foreign Language.
3. The holder of a provisional, professional, permanent or life elementary certificate may have his certificate validated for the teaching of a modern foreign language upon evidence of completion of:

A. Twenty semester hours of credit in a modern foreign language.

B. Methods of Teaching the Modern Foreign Language.

4. The holder of a provisional, professional, permanent, or life elementary certificate, and who holds a bachelor's degree, may secure a provisional special certificate (valid in grades 1-12) for the teaching of a modern foreign language upon evidence of completion of:

A. Twenty semester hours of credit in a modern foreign language.

B. Methods of Teaching the Modern Foreign Language.

Staffing the Elementary Foreign Language Program

This section compares three approaches to staffing the elementary foreign language program:

1. the classroom teacher and television;
2. the language specialist and television; and
3. the classroom teacher and films

The problem for the administrator is one of weighing the alternatives of each approach in order to staff an elementary foreign language program that permits him to maximize results while minimizing costs. Although situations vary among school systems, alternative courses of action must be studied and outcomes must be identified.

Characteristics of Method I (Teacher and TV)

1. Two twenty-minute instructional lessons are received weekly through the facilities of an educational television station.
2. Program manuals and records are provided for every classroom to aid the classroom teacher in conducting presentation and follow-up activities.
3. All lesson preparation and follow-up activities are planned and executed by the regular classroom teacher.
4. A language coordinator serves in the administration of the elementary foreign language program.

Characteristics of Method 2 (Specialist and TV)

1. Two twenty-minute instructional lessons are received

weekly through the facilities of an educational television station.

2. A foreign language teaching specialist visits each classroom three times weekly and conducts all follow-up activities.
3. A language coordinator administers the elementary foreign language program.

Characteristics of Method 3 (Teacher and film)

1. The sound motion picture projector presents the content normally received through educational television.
2. The regular classroom teacher projects the lessons of the course via films, records, etc.
3. Each teacher enjoys the benefit of a series of teacher-training films and records, and previews pupil films.
4. The classroom teacher is able to repeat and review films at her discretion.

Costs: Method I (Teacher and TV)

Recurring costs. Administrative costs tend to be high per pupil because of the extensive services required of the foreign language coordinator who usually allocates at least one-half time to the administration of the elementary foreign language instructional program. His responsibilities include supervising regular classroom teachers, planning and conducting in-service workshops after school, testing student achievement, and developing teacher follow-up activities.

Non-recurring costs. One set of records and manuals is provided for every three classrooms. Each classroom received a broadcast of the foreign language series twice weekly for thirty weeks during the school year. By rotating the time at which follow-up activities are presented, each classroom teacher has access to the records and manuals three days per week.

Costs: Method 2 (Specialist and TV)

Recurring costs. The per-pupil administrative cost of Method 2 is the smallest of the methods compared because of the unusual competence of the foreign language specialists who provide achievement testing programs and classroom enrichment activities to be conducted throughout the day by the regular classroom teachers. The latter activity provides for the extension of foreign language usage so that common phrases and commands may be used during the entire school day.

Foreign language specialists are screened before hiring by a battery of individually-administered audio-lingual proficiency tests. Specialists provide complete in-person coverage of all scheduled classroom learning activities.

Non-recurring costs. Each class receives a telecast of the foreign language series twice weekly. Specialists conduct all follow-up activities on the remaining three days each week. Two classrooms share each set of records and manuals. Classroom teachers prepare the class for the specialists by having records, manuals and student name plates ready.

Costs: Method 3 (Teacher and films or filmstrips)

Recurring costs. Expenditures for administrative services are rather small because of the flexibility in scheduling and using films. Teachers are free to present and repeat lessons at their discretion, and they may preview lessons during free periods.

Test materials represent a minimal cost since students and teachers repeat the entire lesson film whenever reinforcement is desirable. Students are evaluated continually as film content is repeated and records and manuals are introduced to supplement filmed sequences.

Non-recurring costs. Since the film series is always available, one set of records and manuals is shared among four classrooms. Teachers indicate less need for records and manuals since they are able to repeat films for student drill practice.

One projector and one set of films are provided for each school building. Careful class scheduling makes it possible for each classroom teacher to use the equipment for at least five lessons weekly. Records and manuals are also available to each teacher for use in five classes per week.

The greatest advantage of the film approach is that the teacher films provide for continuous, well-integrated teacher training. Teacher films often include discussions of the nature and purpose of the teaching procedure.

Involvement of Teacher Time

Since Methods 1 and 2 receive the same television broadcast schedule, identical amounts of class time are spent viewing lesson content. Teachers in Method 3 often repeat the pupil films for emphasis or drill. Although more time is spent in viewing lesson content, less class time is taken for follow-up activities. Follow-up activities command more class time in Method 1 since the regular classroom teacher may rely only on records and manuals to reinforce televised lesson content. Follow-up time in Method 2 never varies because of pre-established scheduled visitations by foreign language specialists.

The greatest difference among methods 1, 2 and 3 occurs in the amount of teacher preparation time. It is difficult for the teacher in Method 1 to preview lesson content. She must, therefore, carefully study the teacher's manual in the hope of anticipating questions that may arise during the follow-up period. The teacher in Method 2 is not responsible for conducting follow-up activities. Her role is to prepare the class for the specialist by having the records, manuals, and name plates ready. The classroom teacher in Method 3 spends most of her preparation time previewing pupil films and studying teacher films.

Implications for Staffing

When talking to school administrators about the possibility of implementing an elementary foreign language program

in their district, the discussion ultimately revolves around the question of what are the possible sources of teaching personnel.

1. Regular elementary teachers who possess native or near-native pronunciation and intonation patterns are the first and most obvious source of supply. Unfortunately, in most areas of the United States, teachers with this degree of competency and dual-level training are not readily available.
2. One of the most common sources of supply has been high school foreign language teachers who have volunteered to teach in the elementary schools. This approach to staffing may be satisfactory for the small school district, but it is seldom a possibility for larger systems because of the relative scarcity of well-trained high school foreign language teachers. Secondary foreign language majors usually also lack training and experience in dealing with younger children.
3. Native speakers of the foreign language may not be well enough acquainted with either the elementary school child or the American school system. Although there may be a source of supply enabling administrators to staff FLES programs with native speakers, the school board must accept the responsibility of providing orientation sessions regarding policies of the school district. Native speakers should also be strongly encouraged to complete course

work in the areas of child behavior and child guidance.

4. FLES specialists are uniquely qualified to coordinate and present foreign languages in the elementary schools. They are able to:
   1. Serve as a model to demonstrate ideal classroom follow-up practices,
   2. Correct the pronunciation of pupils and teachers to avoid habitual errors, and
   3. Conduct in-service classes for interested classroom teachers.

If limited specialist help is chosen as an alternative method of staffing, the specialist can:

1. Stimulate pupil and teacher enthusiasm by the drama and variety of her presentation,
2. Introduce all new language in meaningful situations and
3. Conduct first mimicry and intonation drills for each lesson.

In addition to language training and qualifications, the FLES specialist usually has been exposed to special elementary education courses in child behavior and child guidance. In most cases, the FLES specialist has also been able to relate training in a FLES methods class to reality as the result of a student teaching experience in the public schools.

This category is decidedly superior in every respect and should be considered as the best solution to staffing and implementing a successful FLES program.

Basic Instructional Programs for the Elementary Grades

FRENCH

Holt, Rinehart and Winston, Inc., 383 Madison Ave., New York, New York 10017.

Introducing French - Holt Editorial Staff: Robert Brooks, Frederick D. Eddy, Judy Franklin, Elizabeth Keesee, Elizabeth Michael, Patricia O'Connor, Freeman Twaddell.

May be used as early as Grade 3. Includes student's book (with pictures only), teacher's manual, classroom teacher's record, cut-outs, magnets, display posters, display board, carrying case, disc recordings, full tape recordings or selected tapes.

Premier Cours - Holt Editorial Staff.

Sequential to Introducing French, but may be used without previous text. Includes student's book, teacher's manual, classroom teacher's record, display charts, projectuals, French name cards, unit tests, disc recordings, either full tape or selected tape recordings.

Deuxième Cours - Holt Editorial Staff.

Sequential to Premier Cours. Includes student's book, teacher's manual, workbook, tests, disc recordings, either full-tape or selected tape program, visual materials, French name cards.

Troisième Cours - Holt Editorial Staff.

Sequential to Deuxième Cours. Includes student's book, teacher's manual, workbook, tests, disc recordings, full-tape or selected tape program, visual materials.

COMMENT: The great advantage to this program is that the elementary texts are programmed to cover the same grammatical and lexical items as the same publisher's 9th grade beginner program entitled Ecouter et Parler. After completing the series, students are prepared to begin Parler et Lire.

Ginn and Company, Boston, 1963.

Nous Sommes Amis. Basic Text. Annette Leblanc. Comment Dit-On? Pupil's practice book.

Includes teacher's manual and records to accompany basic text and practice book.

The ensemble provides material for an audio-lingual-visual method of teaching French in Grades 3, 4, and 5. Comment Dit-On?, the first book the pupils are to use, is composed of clear, bright pictures grouped in fifteen units, each containing a full page illustration and several picture pages of objects and simple action. Classroom charts are provided of these same materials. There is no written text; the French script appears in the teacher's edition of the book and is also recorded on discs for the pupils' use.

Nouns Sommes Amis is a companion reader for Comment Dit-On? The teacher's manual provides detailed lesson plans and suggestions for the teacher using Nous Sommes Amis, in conjunction with Comment Dit-On? The records, made by native French children and adults, may be used to introduce the lesson, for follow-up, extra practice, the tests.

D. C. Heath and Company, Boston.

Parlons Français, Level One.

The series was developed by the Modern Language Project of the Massachusetts Council for Public Schools, Inc. The lesson contents are the work of Anne Slack, the Television Teacher.

Sixty color film lessons emphasizing gaining mastery of the sound system of French and acquiring a stock of fundamental words and grammatical structures of the language. These delightful films made in France show French children in school, at home and at play.

Parlons Français, Level Two.

Sixty color film lessons, stressing additional grammatical structures and vocabulary, and increased variety in ways of manipulating these elements of language.

Parlons Français, Level Three.

Forty-five color film lessons in which audio-lingual work receives the major emphasis. In addition, the students are introduced to reading French for the first time. Reading is used to reinforce the oral presentation of the language. The first aim is to help pupils develop accurate identification of sound and written symbols in the French language. Materials include a reading workbook and a teacher's manual.

COMMENT: These excellent films present not only a well constructured, sequential program designed to hold the child's interest, but as well show the language being used in the foreign culture by French children.

Chilton Books, Educational Division Philadelphia, Pa.

Bonjour Line

A program prepared for children between the ages of 8 and 11 and designed to be the first level for Voix et Images de France. The materials consist of film strips, tapes, student workbook, student discs, and teacher's manual.

COMMENT: These materials have been carefully prepared. The vocabulary is based on Le Français Fondamental. The visuals are excellent, illustrating the ideas explicitly, as well as being culturally sound. The tapes, which were recorded by native speakers, and cover the material thoroughly, are extremely valuable.

Webster Division, McGraw-Hill Book Company, New York

Let's Speak French. Conrad J. Schmitt.

Books 1, 2, 3.

Let's Speak French, Lectures. Josée Pilot-Debienne Okin, Conrad J. Schmitt.

May be used as early as Grade 3. Includes, pupils' texts, teacher's manual, vocabulary cue cards, and flexidisc recordings. Student books 1 and 2, in paper, have workbook type pictures. Book 3, hard-back, introduces reading of familiar material. Let's Speak French, Lectures contains cultural reading material with ample exercises for

building vocabulary, developing reading skill, and learning structural patterns.

COMMENT: This four-level series is a structured, sequential program. In addition to dialogues, there is detailed drill material, largely question and answer, designed to teach structure patterns as well as build vocabulary.

GERMAN

Chilton Books, 525 Locust Street, Philadelphia, Pa., 19106.

Deutsch durch Audio-Visuelle Methode. Burgdorf et al.

Filmstrips, tapes, text, teacher's manual.

COMMENT: A complex, carefully integrated program, which trains teachers to employ the special methodology required. This method is somewhat different from other A-L systems. The excellent preparation of materials, their relatively low cost, training of teachers and follow-up program to implement the method in individual school systems are the chief virtues of this system.

Johnson Publishing Company, 1135 -R- Street, Lincoln 8, Neb.

German for Children. Pfeiler, William X., Boyd Carter and Margaret Dolezal.

Teacher's manual.

COMMENT: For the experienced teacher and one with a good command of German, this is a very worth-while two-year FLES handbook. Materials are apparently limited to the teacher handbook, which is full of interesting dialogues, and suggestions for teaching. Rich in songs, games, riddles, etc. A great deal of material in a very small package.

SPANISH

Holt, Rinehart & Winston, Inc. 383 Madison Avenue, New York, New York, 10017.

Introducing Spanish - Holt Editorial Staff: Robert Brooks, Frederick D. Eddy, Judy Franklin, Elizabeth Keesee, Elizabeth Michael, Patricia O'Connor, Freeman Twaddell.

May be used as early as grade 3. Includes student's book, teacher's manual, classroom teacher's record, cut-outs, magnets, display posters, display board, carrying case, disc recordings, either full-tape or selected - tape program.

Primer Curso - Holt Editorial Staff.

Sequential to Introducing Spanish; but may be used without previous book. Includes student's book, teacher's manual, classroom teacher's record, display charts, projectuals, unit tests, disc recordings, either full-tape program or selected tapes.

Segundo Curso - Holt Editorial Staff.

Sequential to Primer Curso: student's book, teacher's manual, classroom teacher's record, Variwheel, unit tests, disc recordings, projectuals, either full-tape program or selected tapes.

Tercer Curso - Holt Editorial Staff.

Sequential to Segundo Curso. Includes teacher's manual, filmstrips, tests, projectuals, tape recordings, disc recordings.

COMMENT: The great advantage to this program is that the first three levels (Introducing Spanish, Primer Curso, Tercer Curso) are programmed to cover the same grammatical and lexical items as the same publisher's 9th grade beginner program entitled Entender y Hablar. Thus, students who have completed this sequence by grade 9 are prepared to begin Hablar y Leer (regular Level II program). The entire program is intensively audio-lingual, and the first book Introducing Spanish, contains only pictures, no writing. Reading and writing and some grammatical drill are introduced in the following books.

There are also alternative sequences available under the titles Para Empezar and Para Continuar. In addition, there is a "bridge" book called En Las Américas to help close the gap between these materials and Level II's Hablar y Leer. The tapes accompanying these FLES materials are outstanding -- native children are used as well as adults for verisimilitude.

Charles E. Merrill Books, Inc., 1965, Columbus, Ohio.

Mi Libro de Español, - Brady, Agnes Marie

Adelante -

This series uses the "hear-say-see-say" method. Student books are hard backed, while the manuals are in workbook form with guide material that is color-keyed in the center of the manuals. No writing is done until the students have completed five lessons in Adelante, then it is copying the familiar.

Houghton Mifflin Co., 1959, Boston, Mass.

Mi Cuaderno de Español - MacRae, Margrit

Fully detailed "script type" guide set up for 15 minute lessons for 165 days or 33 weeks of school. The oral-aural method is based on records and fairy tales and stories which introduce the different verbs and structural forms in a delightful way for the children and the teacher. Reading in started in the Book I at a very simple level.

Webster Division, McGraw-Hill Book Company, New York

Let's Speak Spanish, Books 1, 2, 3, 4. - Conrad J. Schmitt

May be used as early as Grade 3. Includes pupil's book, teacher's manual, vocabulary cue cards, and flexidisc recordings.

Pupils' Books 1 and 2, in paper, have workbook type pictures, no printing, Book 3, hard backed, introduces reading of familiar material. Book 4 includes reading material, mostly cultural, and introduces writing.

COMMENT: This four-level series is a structured, sequential program. In addition to dialogues, there is detailed drill material, mainly question and answer, designed to teach cultural patterns as well as vocabulary.

Ginn and Company, 1964, 1966, Boston, Mass.

¿Cómo Se Dice?, Somos Amigos, ¿Cómo Se Escribe? - Scott, Tirsa Saavedra
Somos Amigos, Libro Segundo - Scott, Tirsa Saavedra

¿Como Se Dice? is a colored picture workbook for oral use with Somos Amigos. The teacher's

manual is interleaved with plans in great detail. Somos Amigos is a beginning reader used after oral mastery of materials in ¿Como Se Dice? The sentences begin simply and never get very complicated. The teacher's manual is not interleaved but has good detailed plans.

Somos Amigos, Libro Segundo is a 184 page text with pictures and reading materials to follow Somos Amigos. It is designed for the grades 6 - 8 and is accompanied by ¿Como Se Escribe?, a workbook that starts with simple copying exercises and leads to taking oral dictation based on Somos Amigos, Libro Segundo. The manuals are exacting and in detail. There are also records to accompany the series.

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APPENDIX I

The 1962 edition of Modern Foreign Language in Ohio Elementary Schools was developed as a result of the following activities:

1. A state-wide workshop for modern foreign language teachers was held under the direction of Dr. LaVelle Rosselot, Mrs. Marjorie Hopkins, and Miss Marguerite Eriksson, NDEA, Title III.

2. Consultant services and visitations of foreign language programs in the elementary schools.

3. A committee representing many schools discussed problems and offered suggestions and materials.

4. A Modern Foreign Language Day for representatives of elementary schools in Ohio which have modern foreign language programs.

The materials and suggestions obtained from these activities were organized and edited by Miss Marguerite Eriksson, Foreign Language Consultant Title III, NDEA, and Miss Ruth Hudson, Elementary Supervisor of Curriculum, State Department of Education.

Among those who contributed to the 1962 edition were: Miss Elizabeth Keesee, Elementary Foreign Language Specialist, U. S. Office of Education, NDEA, Title III; Miss Catherine Hughes, Foreign Language Consultant, Illinois State Department of Education NDEA, Title III; Mrs. Mary Ryan, Supervisor of Art, Toledo City Schools; Miss Leona Glenn, Resource Teacher - French, Spanish, German, Columbus City Schools.

The following people served on the panel for Foreign Language Day: Interrogators: Miss Betty Fisher, Elementary Supervisor, Springfield City Schools; Miss Marilyn Major, French Teacher, Cuyahoga Falls City Schools; Mrs. Marjorie Slayton, Principal, Ottawa Hills Local School, Lucas County; Miss Ruth Hudson, (Chairman of Panel), Elementary Supervisor, State Department of Education: Presenters: Miss Leona Glenn, Resource Teacher, Columbus City Schools; Mrs. Marjorie Hopkins, Foreign Language Consultant, NDEA, Title III, Ohio; Miss Catherine Hughes, Language Consultant NDEA, Title III, Illinois; Mr. Emil Sattler, German Teacher, Mansfield City Schools; Miss Marguerite Eriksson, (Chairman of Panel), Foreign Language Consultant, NDEA, Title III, Ohio.

Teachers, administrators and supervisors in the schools listed below made specific contributions to the total project: Cincinnati City, Cleveland Heights City, Clinton County, Columbus City, Erie County, Indian Hills City, Mansfield City, Mariemont Exempted Village, Marion City, Ottawa Hills City, Sandusky City, Shaker Heights City, Toledo City.

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